

Becoming a Man (BAM)

Benefit-cost estimates updated July 2015. Literature review updated May 2015.

Current estimates replace old estimates. Numbers will change over time as a result of model inputs and monetization methods.

The WSIPP benefit-cost analysis examines, on an apples-to-apples basis, the monetary value of programs or policies to determine whether the benefits from the program exceed its costs. WSIPP's research approach to identifying evidence-based programs and policies has three main steps. First, we determine "what works" (and what does not work) to improve outcomes using a statistical technique called meta-analysis. Second, we calculate whether the benefits of a program exceed its costs. Third, we estimate the risk of investing in a program by testing the sensitivity of our results. For more detail on our methods, see our [technical documentation](#).

Program Description: Becoming a Man (BAM) is a high school behavioral program that offers non-academic intervention to disadvantaged and at-risk males through exposure to prosocial adults and skill training based on cognitive behavioral therapy. The program focuses on teaching character and social-emotional skills including considering another person's perspective, evaluating consequences ahead of time, and reducing automatic decision-making. Participants attend weekly one-hour group sessions offered during the school day.

Benefit-Cost Summary

Program benefits

Participants	\$1,107
Taxpayers	\$1,185
Other (1)	\$2,418
Other (2)	(\$645)
Total	\$4,064
Costs	(\$2,000)
Benefits minus cost	\$2,064

Summary statistics

Benefit to cost ratio	\$2.03
Benefits minus costs	\$2,064
Probability of a positive net present value	73 %

The estimates shown are present value, life cycle benefits and costs. All dollars are expressed in the base year chosen for this analysis (2014). The economic discount rates and other relevant parameters are described in our [technical documentation](#).

Detailed Monetary Benefit Estimates

Source of benefits	Benefits to				
	Participants	Taxpayers	Other (1)	Other (2)	Total benefits
From primary participant					
Crime	\$0	\$546	\$1,976	\$273	\$2,794
Labor market earnings (hs grad)	\$1,127	\$481	\$557	\$0	\$2,164
Health care (educational attainment)	(\$20)	\$158	(\$115)	\$79	\$103
Adjustment for deadweight cost of program	\$0	\$0	\$0	(\$997)	(\$997)
Totals	\$1,107	\$1,185	\$2,418	(\$645)	\$4,064

We created the two "other" categories to report results that do not fit neatly in the "participant" or "taxpayer" perspectives. In the "Other (1)" category we include the benefits of reductions in crime victimization, the economic spillover benefits of improvement in human capital outcomes, and the benefits from private or employer-paid health insurance. In the "Other (2)" category we include estimates of the net changes in the value of a statistical life and net changes in the deadweight costs of taxation.

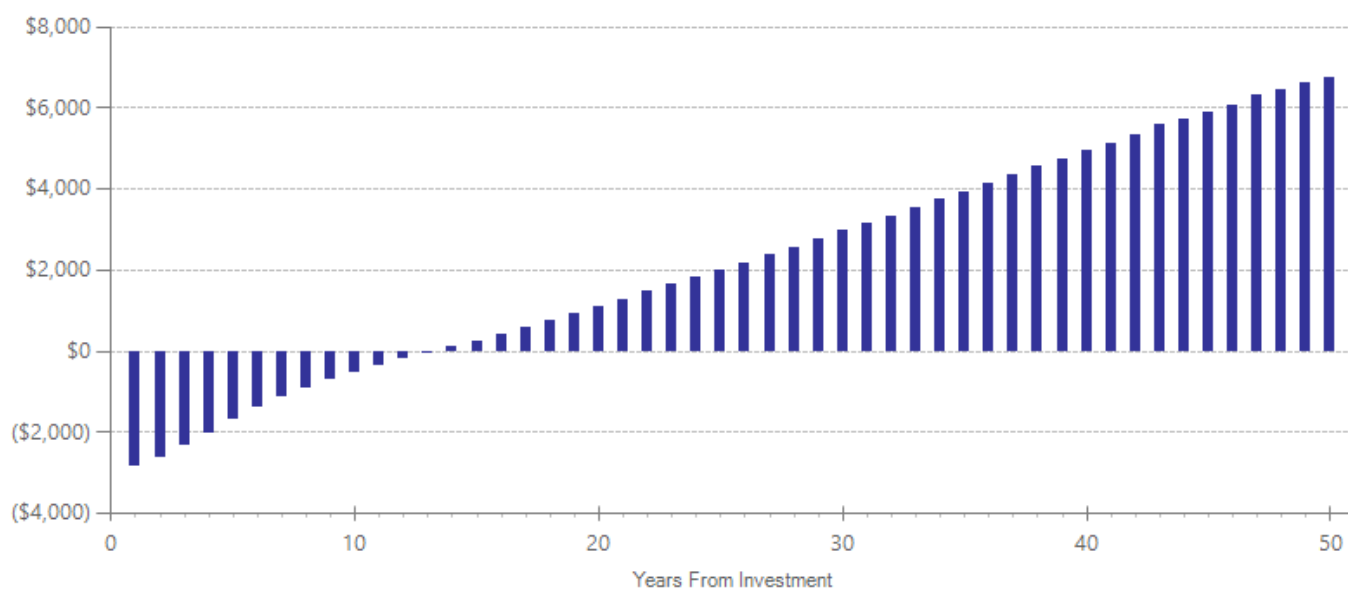
Detailed Cost Estimates

	Annual cost	Program duration	Year dollars	Summary statistics	
Program costs	\$2,000	1	2014	Present value of net program costs (in 2014 dollars)	(\$2,000)
Comparison costs	\$0	1	2014	Uncertainty (+ or - %)	10 %

The estimated cost for BAM is \$2,000 per student as reported in Heller, S.B., Shah, A.K., Guryan, J., Ludwig, J., Mullainathan, S., & Pollack, H.A. (2015). Thinking, fast and slow?: Some field experiments to reduce crime and dropout in Chicago (NBER Working Paper 21178). Cambridge, MA: National Bureau of Economic Research.

The figures shown are estimates of the costs to implement programs in Washington. The comparison group costs reflect either no treatment or treatment as usual, depending on how effect sizes were calculated in the meta analysis. The uncertainty range is used in Monte Carlo risk analysis, described in our [technical documentation](#).

Cumulative Net Cash Flows Over Time (Non-Discounted Dollars)



Meta-Analysis of Program Effects

Outcomes measured	Primary or secondary participant	No. of effect sizes	Treatment N	Unadjusted effect size (random effects model)		Adjusted effect sizes and standard errors used in the benefit-cost analysis					
						First time ES is estimated			Second time ES is estimated		
				ES	p-value	ES	SE	Age	ES	SE	Age
Crime	Primary	1	1032	-0.072	0.100	-0.072	0.044	16	-0.072	0.044	26
School attendance	Primary	1	1032	0.011	0.810	0.011	0.044	16	0.011	0.044	16
Grade point average	Primary	1	1032	0.001	0.976	0.001	0.044	16	0.001	0.044	16

Citations Used in the Meta-Analysis

Heller, S.B., Shah, A.K., Guryan, J., Ludwig, J., Mullainathan, S., & Pollack, H.A. (2015). *Thinking, fast and slow?: Some field experiments to reduce crime and dropout in Chicago* (NBER Working Paper 21178). Cambridge, MA: National Bureau of Economic Research.

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